FAMILIES AS PARTNERS

SUPPORTING TEACHING AND LEARNING AT HOME

RELATIONSHIPS

SELF-ASSESSMENT SUPPORTING FAMILIES WITH REMOTE/HYBRID LEARNING

This resource focuses on supporting educators' capacity to transition effective partnering practices used in traditional formats into remote/hybrid learning environments. What areas of partnership are you accessing? What areas could you work to improve? Use this tool to self-assess your current practices.

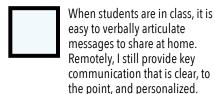
DIRECTIONS: Rate yourself on a scale from **1 - "Haven't thought about yet/Not a priority"** to **5 - "Successfully Implementing the Plan."** Use the pages of this workbook to help you complete this self-assessment. A sample scenario is provided under each statement to provide additional context. If the sample scenario is not applicable to your role, consider a scenario that is the most relevant. Responses should reflect a remote or hybrid learning environment and not traditional face-to-face practices. After assessing yourself, total the points earned in each section to determine the areas of family partnership that may require extra attention or additional support.



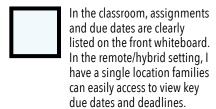


COMMUNICATION & FEEDBACK

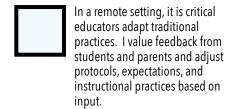
1. "My communications are EXPLICIT."



2. "My communication tools and structures are CONSISTENT."



3. "I seek feedback to ADAPT practices."





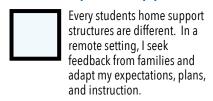
4. "I provide **EXPLICIT** information about stakeholders' roles."

Prior to remote learning, I
discussed academics with
families. Now, families support
students in completing lessons
daily. I have provided guidance t
families about this new role.

5. "Requests related to caregivers' support are **CONSISTENT.**"

In a traditional setting, families
have less involvement in daily
learning. The support I request
from families is age-
appropriate, reasonable and
consistent.

6. "I ADAPT partnership practices."





7. "We provide **EXPLICIT** information related to wellness."

Social-emotional and physical wellness challenges have increased during the Pandemic.
We prioritize well-being and build
awareness related to programs

8. "Our focus on culture and community is CONSISTENT."

Districts implement structures
to support social-emotional
learning, climate and culture.
Our district continues to value
these priorities and ensure
families are welcome partners

9. "We ADAPT wellness structures."

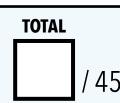
In a traditional setting,
teachers are able to effectively
identify many student needs
through observation. In a
remote setting, I build in new
systems to gather information
related to students' needs

RELATIONSHIPSASSESSMENT
SCORE









FAMILIES AS PARTNERS

SUPPORTING TEACHING AND LEARNING AT HOME

ROUTINES

SELF-ASSESSMENT SUPPORTING FAMILIES WITH REMOTE/HYBRID LEARNING

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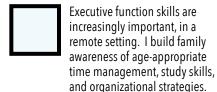
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ORGANIZATIONAL & STUDY SKILLS

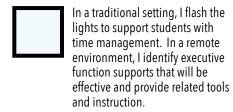
1. "I am **EXPLICIT** when teaching organizational/study skills."



2. "Our team/building reinforces CONSISTENT study skills."

In a remote setting, consistency across classrooms is increasingly important. To support caregiver partnerships, we leverage common time management, study, and organizational strategies.

3. "I ADAPT instructional tools."





SUPPORT STRUCTURES

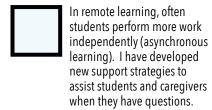
4. "I provide **EXPLICIT** information about student support structures."

Many families work outside of the
house and cannot provide direct
support during the day. I provide
information and suggestions
related to student support
structures.

5. "My students and families have CONSISTENT access to support."

In a traditional setting, my
students can access support
during study halls. In a remote
setting, I establish virtual office
hours and encourage families
to check-in with students about
school daily.

6. "We ADAPT support structures."





ATTENDANCE & ENGAGEMENT

"We communicate EXPLICIT protocols and expectations."

In a remote setting, attendance is not based on physical presence at school. We communicate new
expectations, procedures and protocols related to attendance and academics.

8. "We distribute **CONSISTENT** personalized communications."

Families value timely and
personalized information
related to attendance and
academics. I provide families
with understandable and
actionable information.

9. "We ADAPT district protocols."

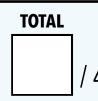
Remote learning, presents
difficulties for families. Work,
daycare, and technology can
create challenges. Our distric
has adapted expectations and
protocols to address remote
learning and family needs.

ROUTINES ASSESSMENT SCORE









FAMILIES AS PARTNERS

SUPPORTING TEACHING AND LEARNING AT HOME

RESOURCES

SELF-ASSESSMENT SUPPORTING FAMILIES WITH REMOTE/HYBRID LEARNING

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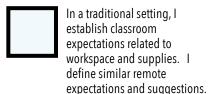
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LEARNING ENVIRONMENT

1. "I provide EXPLICIT suggestions related to students' work areas."



2. "Our building has CONSISTENT workspace expectations."

Students' home environments and technology access varies. We establish common expectations related to workspace that are responsive to these differences.

3. "We ADAPT workspace protocols."

Students' home environments and technology access varies. We provide tools to students to support them in establishing effective environments and adjust expectations based on students' individualized needs.



INSTRUCTIONAL TOOLS

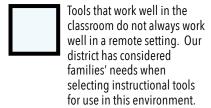
4. "I provide **EXPLICIT** information about instructional tools."

It can be overwhelming for families to login to, navigate, and organize numerous print and digital resources. I provide students and families with concise information related to tools.

5. "Our building has CONSISTENT instructional tools."

It can be overwhelming for families to login to, navigate, and organize numerous print and digital resources. Our building has adopted a limited number of instructional tools.

6. "We ADAPT instructional tools."





TECHNOLOGY TOOLS

7. "We provide **EXPLICIT** information about tech support structures."

It can be overwhelming for families to use district devices,
hotspots, web conferencing
solutions, and applications. We provide families with technology
support contacts and strategies.

8. "Our building has CONSISTENT technology tools."

It can be overwhelming for
families to use district devices,
hotspots, web conferencing
solutions, and applications.
Our school has standardized or
specific technology tools.

9. "We ADAPT and address equity."

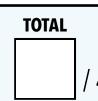
Children have inequitable
access to technology. We
develop plans to minimize
those differences, deploy
district technology for use in
homes, and implement paper
based alternatives.

RESOURCES ASSESSMENT SCORE





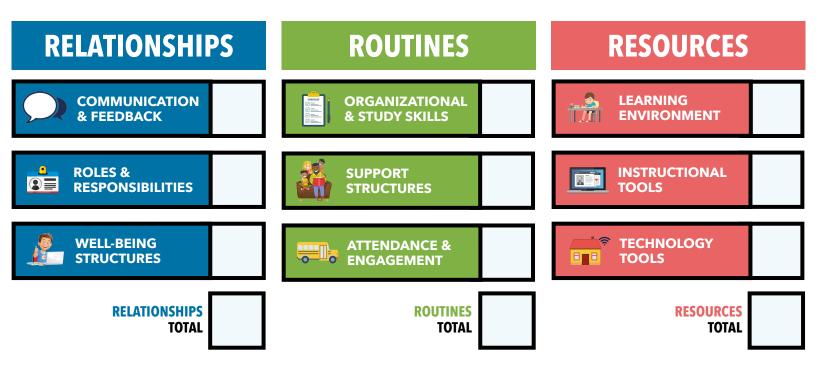




FAMILIES AS PARTNERS SUPPORTING TEACHING AND LEARNING AT HOME

SELF-ASSESSMENT RESULTS

After completing the full assessment, tally your results below to help you identify areas for growth. What section did you score the highest in and which areas should you focus on to foster improvement? Use these results to develop an action plan and spark collaborative conversations. Next steps for success can be recorded in the workspace below. Additionally, check out the subsequent pages to review recommended actions and resources to support practice refinement. More resources can be found online at www.eteachny.org.



FAMILIES AS PARTNERS

MY **NEXT STEPS** FOR SUCCESS

